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RECOMMENDED BOOKS USED WITH KINDERGARTEN PUPILS  
IN SELECTED SCHOOLS IN IOWA

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A Field Report  
Presented to  
The Graduate Division  
Drake University

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Science in Education

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by  
Myrtle Lynch Van Dyke  
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RECOMMENDED BOOKS USED WITH KINDERGARTEN PUPILS  
IN SELECTED SCHOOLS IN IOWA

by

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## CHAPTER I

### THE PROBLEM AND REVIEW OF THE LITERATURE

Each year hundreds of picture books are written and published for the young child. These books range from the very poor to the very best. It would be impossible for the kindergarten teacher to obtain and read all of the published books to determine which are the best to use with her pupils. Therefore, teachers need assistance in selecting the best books for kindergarten use.

Publishers make available to teachers their graded book lists each year. However, these lists do not aid the teacher in selecting the best books. The function of such lists is to sell, not to evaluate books.

Several professional organizations have new books used and evaluated by selected members. These people work with children and usually have a special knowledge of children's needs. From these evaluations a selected committee compiles a list of books recommended as good for children. Specific age or grade levels are designated but these are flexible.

Even in these lists there is a very wide range in the quantity of books recommended. A more selective list of books common to several of the professional organizations' listings would be more helpful.

## I. THE PROBLEM

Statement of the problem. It was the purpose of this study to determine which of the books recommended by three or more professional organizations were most-used in selected Iowa schools by kindergarten teachers and which books were best-liked by kindergarten children. An annotated list of the most-used and best-liked books was to be compiled.

Importance of the study. Due to the large quantity and the very wide range in quality of books published, kindergarten teachers need a guide in the selection of the best available books to bridge the differences in the backgrounds of children and correlate the curriculum.

The kindergarten receives children with a wide variety of backgrounds. Some have traveled extensively, while others know only their immediate environment. In some homes much reading has been done. The child's store of information and experiences as well as his attitudes toward books and education are affected by these differences in backgrounds.<sup>1</sup>

With the changing kindergarten curriculum, books are an important part of the program. They tie in with all

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<sup>1</sup>Hazel M. Lambert, Teaching the Kindergarten Child (New York: Harcourt, Brace and Company, 1958), p. 318.

phases of the curriculum to develop basic attitudes, skills, and generalizations.<sup>1</sup>

Children need to hear books which impart real information that extends their experiences.<sup>2</sup> Through these the children enrich their understanding of the social and physical world.<sup>3</sup> Many of these books help the child know his world and his place in it.<sup>4</sup>

## II. PROCEDURES USED

In solving the field report problem, the following procedures were used:

1. Reading was done of books, periodicals, and unpublished field reports in the area of literature in and for the kindergarten.
2. The writer visited with the Director of Library Services for the Des Moines Independent Community School District. The catalogs of books recommended as good books for children by the American Library

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<sup>1</sup>Helen Heffernan and Vivian Edmiston Todd, The Kindergarten Teacher (Boston: D. C. Heath and Company, 1960), p. 231.

<sup>2</sup>Joy Dawson, "Choosing Books for Young Children," Childhood Education, XXXV (February, 1959), 270.

<sup>3</sup>Heffernan and Todd, loc. cit.

<sup>4</sup>May Hill Arbuthnot, "Books That Open Windows," Childhood Education, XXXVI (February, 1960), 263.

Association, the Association for Childhood Education International, the Iowa State Education Association Library Service, the Library Journal, and the National Council of Social Studies were selected for use in the study. Because the American Library Association catalog did not designate books by grades or age levels and was for one year only, the combined American Library Association and National Education Association lists in the National Education Association Journal were substituted. From these sources a list of kindergarten books was compiled. The books common to three or more of the above lists were included in the compiled list.

3. A survey was conducted to determine the extent of use of these books. The Iowa State Department of Public Instruction provided lists of the enrollment by grades and the names of kindergarten teachers by school systems in Iowa for the school year 1963-1964. The twenty-seven school systems with two hundred fifty or more kindergarten students were selected for the survey. One kindergarten teacher out of every four was selected on the basis of having served one or more years in the school system. Those teachers would know the available

books and would have used them with the children. One hundred seven kindergarten teachers in the selected schools were requested to answer a questionnaire and check list which endeavored to determine the availability and use of these books in the classroom. Copies of the questionnaire and check list are included in Appendix A. In the school systems where five or more teachers were to participate, the Director of Elementary Education was requested to distribute the check lists and questionnaires.

4. The data from the questionnaires and check lists were analyzed to determine which books on the compiled list were available, used, and liked. Based on the results of the survey, an annotated list of the kindergarten books most-used and best-liked was compiled.

### III. DEFINITION OF TERMS

Picture books. Picture books are those books so illustrated that the pictures tell the story without the text or in which the illustrations and text completely integrate to tell the story.<sup>1</sup>

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<sup>1</sup>Cornelia Meigs, et al., A Critical History of



Caldecott Award. The Caldecott Award is a medal that was first awarded in 1938 for the most distinguished picture book for children published during the previous year. Its purpose is to give recognition to the illustrator of a book. The award was named for the famous English illustrator, Randolph Caldecott, and was the gift of Frederic G. Melcher. The face of the medal has a reproduction of John Gilpin's ride. On the reverse side is an illustration of "four and twenty blackbirds baked in a pie." It is also engraved "For the most distinguished American picture book for children." There is space for the recipient's name and the date of the award. It is presented each June at the annual conference of the American Library Association.<sup>1</sup>

Recommended book lists. Recommended book lists are published lists of books selected as good books for children by members of the American Library Association and the National Education Association, the Association for Childhood Education International, the Iowa State Education Association Library Service, the Library Journal, and the National Council of Social Studies.

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Children's Literature (New York: The Macmillan Company, 1953), p. 584.

<sup>1</sup>Olga S. Weber, Literary and Library Prizes (New York: R. R. Bowker Company, 1963), p. 146.

Compiled lists. Compiled lists, as used in this study, were formed by combining the titles of the above book lists. Those titles appearing on three or more of the recommended book lists comprised the compiled lists and formed the check list sent to kindergarten teachers.

#### IV. ASSUMPTIONS AND LIMITATIONS

It was realized that in conducting this study there were several possible limitations.

The size of the sample was limited as the check list and questionnaire were sent to one out of every four teachers in school systems having two hundred fifty or more kindergarten students.

A limited number of the available recommended book lists were included in the survey. It was assumed this was not a serious limitation as space was provided for teachers to enter additional favorite books on the check list.

Another limitation existed because many of the older books had been deleted from the lists if they were out of print or outdated by new books or if there were too many in a subject area. Also, books published in the past year or two were not available when the recommended book lists were prepared.<sup>1</sup> It was assumed the space provided for teachers

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<sup>1</sup>Patricia H. Allen (comp.), A Catalog of 3300 of the

to enter additional favorite books would offset this limitation.

## V. REVIEW OF THE LITERATURE

In order to obtain background information for this study, reading of available books, periodicals, and unpublished field reports was done in the area of literature in and for the kindergarten.

Two types of information pertinent to the study were obtained from the literature: (1) information on the history and use of literature, and (2) surveys and studies previously conducted on literature in and for the kindergarten.

### Information on the history and use of literature.

The first truly American picture book was Wanda Gag's Millions of Cats published in 1928. Since 1930 large editions of illustrated books were made available at low cost due to developments in photo-offset lithography.<sup>1</sup>

In the years 1933, 1935, and 1937 over seventy-three million children's books were published in America. Those

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Best Books for Children (New York: R. R. Bowker Company, 1962), p. 3.

<sup>1</sup>Meigs, Eaton, Nesbitt, and Viguers, op. cit., pp. 582-584.

did not include textbooks or foreign contributions.<sup>1</sup> According to Betzner and Moore it was very doubtful that anyone who knew books and children could determine the best children's books published each year due to the great production and variation, nor could he have selected from the past accumulation any list he considered the best for all children.<sup>2</sup>

The first annual award of the Caldecott Medal in 1938 established the artist's importance in children's books. Meigs, Eaton, Nesbitt, and Viguers stated that no doubt some styles and trends would change in the future as authors and artists recognized that children are entitled to the very best.<sup>3</sup> An exceptional book may appear in the many new books published each year but the vast majority are short-lived.<sup>4</sup>

Kindergarten is the place to begin to cultivate an appreciation of good literature. The responsibility is yours. Through the stories he hears, the books he handles, and the interpretative help you provide, the kindergarten child may be exposed to the finest literature, and through it experience every great emotion.<sup>5</sup>

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<sup>1</sup>Jean Betzner and Annie E. Moore, Every Child and Books (New York: The Bobbs-Merrill Co., 1940), p. 41.

<sup>2</sup>Ibid., p. 45.

<sup>3</sup>Meigs, Eaton, Nesbitt, and Viguers, op. cit., p. 590.

<sup>4</sup>Ibid., p. 589.

<sup>5</sup>Helen B. Baldwin, "Literature in the Kindergarten," The Instructor, LXXI (February, 1962), 24.

Dale stated that at first children would be enchanted by a bright and colorful story which had been chosen more for interest than for informational content.<sup>1</sup> It could not be assumed that all children were acquainted with Goldilocks and the Three Bears or Mother Goose. Favorite stories could be told over and over. By liberal use of such stories a common literary ground could be established.<sup>2</sup> The child's interests and concerns would make books come alive for him. The teacher's own childhood interests might lead to disappointment for today's child.<sup>3</sup>

The books chosen by children today are greatly different from those of ten or twenty years ago. This is not surprising since the child's world has changed with the invasion of television in the home and man in outer space. Because of these changes, children have developed more adult interests and a desire for freedom in reading.<sup>4</sup>

Each kindergarten class shows preferences for different kinds of stories. Animal stories have almost universal

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<sup>1</sup>Daisy G. Dale, "Love of Literature Begins in the Kindergarten," Elementary English, XXXV (February, 1958), 28.

<sup>2</sup>Baldwin, loc. cit.

<sup>3</sup>Nancy Larrick, "Making Books Come Alive for Children," Childhood Education, XXXVIII (March, 1962), 311.

<sup>4</sup>Nancy Larrick, "What Children Demand of Books Today," The Instructor, LXXII (November, 1962), 64.

appeal and children like to hear about animals which act like people, are in unusual situations, or are in regular situations.<sup>1</sup>

Children need books to widen their horizons, deepen their understandings, and give them sounder social insights. They also need books that minister to their merriment or deepen their appreciation of beauty. They need heroism, fantasy, and down to earth realism. And they need books that in the course of a good story, help to develop clear standards of right and wrong. Finally, children's books should have those qualities of good writing that distinguish literature for any age or group of people.<sup>2</sup>

A book is poor if the children are bored by the content or cannot read it. A book is good only when the children enjoy it.<sup>3</sup>

Wills and Stegeman stated that there is a place for both reading and telling stories in the kindergarten. The stories with few illustrations are best told. Beautifully illustrated books should be read or told while the children see the pertinent illustrations. A particularly delightful story should be read in the author's own words.<sup>4</sup>

The story which is read has the advantage of always

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<sup>1</sup>Clarice Dechent Wills and William H. Stegeman, Living in the Kindergarten (Chicago: Follett Publishing Company, 1957), pp. 244-245.

<sup>2</sup>May Hill Arbuthnot, Children and Books (Chicago: Scott, Foresman and Company, 1957), p. 16.

<sup>3</sup>Ibid., p. 2.

<sup>4</sup>Wills and Stegeman, op. cit., pp. 248-249.

presenting to the children an example of well-chosen English and of building up in the child's mind a connection between stories and books, books and reading. The mere act of watching the teacher read helps the child build reading habits. The child learns, among other things, that the line is read from left to right, that the page is read from top to bottom, and the pages are turned singly or run through quickly.<sup>1</sup>

One child might enjoy "reading" a book himself, while another might share with a friend.<sup>2</sup> One might use a book to identify a shell or solve a problem in building an object with blocks. A story or poem about the wind might set the mood before flying kites.<sup>3</sup>

Poetry also has its place in the literature program. Wills and Stegeman stated that not all of the many poems in collections of poetry for children are appealing. Children tend to prefer rhymes with lilt and rhythm. Some of the vocabulary in Mother Goose verses is beyond the children's comprehension, but the poems appeal to them due to the singing quality.<sup>4</sup>

As the teacher reads poems, children will chime in on those they know. Much of the enjoyment of poetry is lost if it has to be learned or explained. Children enjoy poems

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<sup>1</sup>Josephine Foster and Neith E. Headley, Education in the Kindergarten (New York: American Book Company, 1959), p. 205.

<sup>2</sup>Ibid., p. 203.

<sup>3</sup>Dale, op. cit., p. 29.

<sup>4</sup>Wills and Stegeman, op. cit., p. 250.

about animals, holidays, seasons, toys, and other boys and girls.<sup>1</sup>

Related surveys and studies. Several unpublished field reports were found which dealt with literature in and for the kindergarten.

Dunn prepared an annotated bibliography of the winners and runners-up of the Caldecott Medal Award books for the years 1938 through 1960. One hundred eight books were reviewed and annotated.<sup>2</sup>

Collins conducted a survey of recommended books provided for five-year-old children in selected Iowa classrooms. A list of seventy-three book titles was compiled from eight selected sources. Two hundred fifty-two classrooms were selected from groups based on towns having one kindergarten classroom, towns having one kindergarten combined with another grade, and towns having more than one kindergarten classroom. A wide range was found in the one hundred fifty-five lists returned as to the provision of recommended books. On the average, Iowa classrooms were

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<sup>1</sup>Ibid.

<sup>2</sup>Darlene J. Dunn, "An Annotated Bibliography of the Winners and Runners Up of the Caldecott Medal Award" (unpublished Master's field report, Drake University, Des Moines, 1961), p. 48.



provided with only one-third of the recommended books.<sup>1</sup>

Kinsinger compiled an annotated list of sixty-two books available for the kindergarten of Humboldt, Iowa during the 1944-1945 school year and determined the fifteen best-liked books and fifteen best-liked poems from the materials available.<sup>2</sup>

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<sup>1</sup>Ruth Bernice Collins, "Recommended Books in Iowa's Classrooms for Five Year Old Children" (unpublished Master's thesis, Iowa State Teachers College, Cedar Falls, 1954), pp. 61-62.

<sup>2</sup>Maxine Kinsinger, "A Study in Children's Literature for the Kindergarten" (unpublished Master's field report, Drake University, Des Moines, 1945), pp. 37-44.

## CHAPTER II

### PRESENTATION OF DATA

It was the purpose of this study to determine which of the books recommended by three or more professional organizations were most-used in selected Iowa schools by kindergarten teachers and which books were best-liked by kindergarten children. The procedures used in conducting the study were as follows: (1) catalogs of books recommended as good books for children by professional organizations were selected; (2) a list of kindergarten books common to three or more of the recommended lists was compiled; (3) a survey was conducted to determine the use of those books in Iowa school systems having two hundred fifty or more kindergarten students; (4) the data from the survey were analyzed to determine which books on the compiled list were used and liked; and (5) an annotated list of kindergarten books most-used and best-liked was compiled.

#### I. SELECTION OF THE BOOK LISTS

The writer visited with the Director of Library Services for the Des Moines Independent Community School District. From the available professional organizations' catalogs of books recommended as good for kindergarten children, the following were selected for use in the study:

Children's Books to Enrich the Social Studies for the Elementary Grades, 1961 edition, compiled by Helen Huus, and published by the National Council of Social Studies.

Books for Children and Youth, published by the Iowa State Education Association Library Service in 1963.

Bibliography of Books for Children, 1962 edition, edited by Alida H. Hisle, and published by the Association for Childhood Education International.

A Catalog of 3300 of the Best Books for Children, 1962 edition, compiled by Patricia H. Allen in the offices of the Library Journal, published by R. R. Bowker Company.

"Children's Books," selected by the National Education Association and the American Library Association, published annually in the November issues of the Journal of the National Education Association.

Originally it was planned to use the American Library Association catalog. Because the books listed in that source were not designated by grades or age levels and the catalog was for one year only, that source was not used.

"Children's Books," the lists of recommended books published in the November issues of the Journal of the National Education Association for the years 1951 through 1963, was

substituted.

## II. SELECTION OF BOOKS

Using the above book lists, a list of over six hundred fifty books designated as kindergarten level was compiled. From this compilation sixty-three books were common to three or more of the sources. Those sixty-three books were used as a check list that was sent to kindergarten teachers.

Table I, The Selected Sixty-Three Kindergarten Books Used in 1964 in Selected Iowa Schools, Showing the Three or More Sources Which Recommended Each, lists the books used on the check list arranged in alphabetical order according to the author. The table shows on which of the five lists each book was recommended. Only one book, Crow Boy by Yashima, appeared on all five lists.

Seven books on the check list were Caldecott Medal Award winners. Fifteen books on the check list were Caldecott Medal Award runners-up.

The seven books which were Caldecott Medal Award winners were as follows:

	<u>Year</u>
<u>White Snow, Bright Snow</u> . . . . .	1948
<u>The Big Snow</u> . . . . .	1949
<u>Song of the Swallows</u> . . . . .	1950

TABLE I

THE SELECTED SIXTY-THREE KINDERGARTEN BOOKS USED IN 1964  
IN SELECTED IOWA SCHOOLS, SHOWING THE THREE OR  
MORE SOURCES WHICH RECOMMENDED EACH

Author and Title	Source*				
	1	2	3	4	5
Anglund, <u>A Friend Is Someone Who Likes You</u> . . .			X	X	X
Anglund, <u>Christmas Is a Time for Giving</u> . . . .		X	X		X
Anglund, <u>In a Pumpkin Shell</u> . . . . .		X	X	X	X
Averill, <u>The Fire Cat</u> . . . . .			X	X	X
Ayer, <u>A Wish for Little Sister</u> . . . . .			X	X	X
Bemelmans, <u>Madeline</u> . . . . .	X		X		X
Beskow, <u>Pelle's New Suit</u> . . . . .	X		X		X
Bright, <u>Georgie to the Rescue</u> . . . . .		X	X		X
Brown, <u>Felice</u> . . . . .	X		X	X	X
Brown, <u>Once a Mouse</u> . . . . .			X	X	X
Brown, <u>Nibble Nibble</u> . . . . .			X	X	X
Brown, <u>Wheel on the Chimney</u> . . . . .			X	X	X
Clark, <u>Looking-for-Something</u> . . . . .	X		X		X
Duvoisin, <u>The Happy Hunter</u> . . . . .		X	X		X
Ets, <u>Nine Days to Christmas</u> . . . . .	X		X		X
Ets, <u>Play with Me</u> . . . . .		X	X	X	
Fatio, <u>The Happy Lion</u> . . . . .		X	X		X
Fatio, <u>The Happy Lion's Quest</u> . . . . .		X	X	X	X
Felt, <u>Rosa-Too-Little</u> . . . . .	X		X	X	X
Francoise, <u>The Big Rain</u> . . . . .		X	X		X
Francoise, <u>Noel for Jeanne-Marie</u> . . . . .	X	X	X	X	
Freeman, <u>Come Again, Pelican</u> . . . . .		X	X		X
Freeman, <u>Fly High, Fly Low</u> . . . . .			X	X	X
Freeman, <u>Norman the Doorman</u> . . . . .		X	X	X	
Goudey, <u>The Day We Saw the Sun Come Up</u> . . . .			X	X	X
Gramatky, <u>Little Toot</u> . . . . .	X		X		X
Hader, <u>The Big Snow</u> . . . . .	X	X	X		X
Hoff, <u>Danny and the Dinosaur</u> . . . . .			X	X	X
Hoff, <u>Julius</u> . . . . .			X	X	X
Hoff, <u>Sammy the Seal</u> . . . . .			X	X	X
Ipcar, <u>Ten Big Farms</u> . . . . .	X		X		X
Joslin, <u>What Do You Say Dear?</u> . . . . .		X	X	X	
Langstaff, <u>Frog Went A-Courtin'</u> . . . . .			X	X	X
Leaf, <u>The Story of Ferdinand</u> . . . . .	X	X	X		X
Lenski, <u>A Dog Came to School</u> . . . . .			X	X	X

TABLE I (continued)

Author and Title	Source*				
	1	2	3	4	5
Lenski, <u>Papa Small</u> . . . . .	X		X	X	X
Lenski, <u>Surprise for Davy</u> . . . . .		X	X		X
Lionni, <u>Inch by Inch</u> . . . . .			X	X	X
McCloskey, <u>Blueberries for Sal</u> . . . . .	X	X	X		
McCloskey, <u>One Morning in Maine</u> . . . . .	X		X		X
McGinley, <u>All Around the Town</u> . . . . .	X	X	X		X
Miles, <u>A House for Everyone</u> . . . . .	X		X		X
Milne, <u>Now We Are Six</u> . . . . .		X	X		X
Minarik, <u>Father Bear Comes Home</u> . . . . .			X	X	X
Minarik, <u>Little Bear</u> . . . . .			X	X	X
Minarik, <u>Little Bear's Friend</u> . . . . .			X	X	X
Minarik, <u>Little Bear's Visit</u> . . . . .			X	X	X
Munari, <u>A B C</u> . . . . .			X	X	X
Politi, <u>Song of the Swallows</u> . . . . .	X		X		X
Richards, <u>Tirra Lirra</u> . . . . .		X	X		X
Sawyer, <u>Journey Cake, Ho!</u> . . . . .		X	X	X	X
Sechrist, <u>One Thousand Poems for Children</u> . . . . .			X	X	X
Slobodkin, <u>Thank You - You're Welcome</u> . . . . .	X		X		X
Spier, <u>The Fox Went Out on a Chilly Night</u> . . . . .		X		X	X
Stevenson, <u>A Child's Garden of Verses</u> . . . . .		X	X	X	
Tresselt, <u>Hi, Mr. Robin</u> . . . . .	X		X		X
Tresselt, <u>Wake Up Farm</u> . . . . .	X	X	X		X
Tresselt, <u>White Snow, Bright Snow</u> . . . . .	X		X		X
Udry, <u>A Tree Is Nice</u> . . . . .	X		X	X	
Yashima, <u>Crow Boy</u> . . . . .	X	X	X	X	X
Yashima, <u>Umbrella</u> . . . . .		X	X		X
Zion, <u>No Roses for Harry</u> . . . . .		X	X		X
Zolotow, <u>The Storm Book</u> . . . . .	X	X	X		X

\*Key to book list sources: 1--National Council of Social Studies, Children's Books to Enrich the Social Studies for the Elementary Grades; 2--Iowa State Education Association Library Service, Books for Children and Youth; 3--Association for Childhood Education International, Bibliography of Books for Children; 4--American Library Association and National Education Association, "Children's Books"; 5--Library Journal (Patricia H. Allen, comp.), A Catalog of 3300 of the Best Books for Children.

<u>Frog Went A-Courtin'</u> . . . . .	1956
<u>A Tree Is Nice</u> . . . . .	1957
<u>Nine Days to Christmas</u> . . . . .	1960
<u>Once a Mouse</u> . . . . .	1962

The fifteen books which were Caldecott Medal Award runners-up were as follows:

	<u>Year</u>
<u>Madeline</u> . . . . .	1940
<u>Blueberries for Sal</u> . . . . .	1949
<u>One Morning in Maine</u> . . . . .	1953
<u>The Storm Book</u> . . . . .	1953
<u>Journey Cake, Ho!</u> . . . . .	1954
<u>Crow Boy</u> . . . . .	1955
<u>Wheel on the Chimney</u> . . . . .	1955
<u>Play with Me</u> . . . . .	1956
<u>Fly High, Fly Low</u> . . . . .	1958
<u>Umbrella</u> . . . . .	1959
<u>What Do You Say Dear?</u> . . . . .	1959
<u>Inch by Inch</u> . . . . .	1961
<u>The Day We Saw the Sun Come Up</u> . . . . .	1962
<u>The Fox Went Out on a Chilly Night</u> . . . . .	1962
<u>Little Bear's Visit</u> . . . . .	1962

### III. SELECTION OF SCHOOLS AND TEACHERS

The Iowa State Department of Public Instruction

provided a list of school systems in Iowa which showed the enrollment for each at the various grade levels and a list of kindergarten teachers arranged by counties and school systems. From the first list the twenty-seven school systems in Iowa having two hundred fifty or more kindergarten students were selected on the basis that those schools would probably have more complete room libraries or school libraries.

One hundred seven kindergarten teachers were selected for the survey. From the second list mentioned above one out of every four teachers was selected to receive the check list and questionnaire. The criteria for selection were: (1) that only one teacher in a building receive the check list and questionnaire, and (2) that the teacher had served one or more years in the system so that she would know the available books and would have had the opportunity to use them with the children.

A check list, questionnaire, cover letter explaining the purpose of the survey, and stamped, self-addressed envelope were forwarded to each of the selected teachers. Copies of the check list, questionnaire, and cover letter are included in Appendix A.

In the seven school systems where five or more teachers were to participate, the materials were forwarded to the Director of Elementary Education who was requested to



distribute them to the selected teachers. A sample copy of the teacher's cover letter, check list, and questionnaire, along with a letter to the Director of Elementary Education, was forwarded to each of those seven school systems. A copy of that letter is also included in Appendix A.

#### IV. RESULTS OF THE STUDY

There were one hundred seven teachers asked to participate in the survey; eighty-six teachers, or 80.4 per cent, returned the check list and questionnaire. No returns were received from one system involving nine participants where the Director of Elementary Education was requested to distribute the materials. The data presented in this chapter are based on the returns from the eighty-six teachers.

The check list was designed to obtain the teacher's use and the children's enjoyment of the recommended books on the compiled list. Space was also provided for the teacher to list favorite books not on the check list.

A tabulation was made of the books checked on each return. Table II shows the total number and percentage of books on the compiled list used by the teachers and enjoyed by the children.

The two most-used and most-enjoyed books were Gramatky's Little Toot and Hader's The Big Snow. Seventy-

TABLE II

NUMBER AND PERCENTAGE OF RESPONDENTS INDICATING BOOKS  
ON THE COMPILED LIST USED BY TEACHERS AND ENJOYED  
BY CHILDREN, SELECTED IOWA SCHOOLS, 1964

Total responses--86				Enjoyed by Children	
Author and Title		Used by Teacher		Per	
		No.	Cent	No.	Cent
Anglund, <u>A Friend Is Someone Who Likes You</u>	. . . . .	42	48.8	39	45.3
Anglund, <u>Christmas Is a Time for Giving</u>	. . . . .	29	33.7	26	30.2
Anglund, <u>In a Pumpkin Shell</u>	. . . . .	16	18.6	17	19.8
Averill, <u>The Fire Cat</u>	. . . . .	6	7.0	7	8.1
Ayer, <u>A Wish for Little Sister</u>	. . . . .	3	3.5	3	3.5
Bemelmans, <u>Madeline</u>	. . . . .	35	40.7	31	36.0
Beskow, <u>Pelle's New Suit</u>	. . . . .	50	58.1	44	51.2
Bright, <u>Georgie to the Rescue</u>	. . . . .	23	26.7	25	29.0
Brown, <u>Felice</u>	. . . . .	5	5.8	5	5.8
Brown, <u>Once a Mouse</u>	. . . . .	6	7.0	7	8.1
Brown, <u>Nibble Nibble</u>	. . . . .	19	22.1	18	20.9
Brown, <u>Wheel on the Chimney</u>	. . . . .	11	12.8	9	10.5
Clark, <u>Looking-for-Something</u>	. . . . .	1	1.2	2	2.3
Duvoisin, <u>The Happy Hunter</u>	. . . . .	15	17.4	12	14.0
Ets, <u>Nine Days to Christmas</u>	. . . . .	16	18.6	14	16.3
Ets, <u>Play with Me</u>	. . . . .	33	38.4	33	38.4
Fatio, <u>The Happy Lion</u>	. . . . .	42	48.8	42	48.8
Fatio, <u>The Happy Lion's Quest</u>	. . . . .	8	9.3	8	9.3
Felt, <u>Rosa-Too-Little</u>	. . . . .	10	11.6	8	9.3
Francoise, <u>The Big Rain</u>	. . . . .	32	37.2	31	36.0
Francoise, <u>Noel for Jeanne-Marie</u>	. . . . .	39	45.3	33	38.4
Freeman, <u>Come Again, Pelican</u>	. . . . .	12	14.0	11	12.8
Freeman, <u>Fly High, Fly Low</u>	. . . . .	9	10.5	9	10.5
Freeman, <u>Norman the Doorman</u>	. . . . .	13	15.1	13	15.1
Goudey, <u>The Day We Saw the Sun Come Up</u>	. . . . .	14	16.3	13	15.1
Gramatky, <u>Little Toot</u>	. . . . .	71	82.6	73	84.9
Hader, <u>The Big Snow</u>	. . . . .	71	82.6	66	76.7
Hoff, <u>Danny and the Dinosaur</u>	. . . . .	29	33.7	28	32.6
Hoff, <u>Julius</u>	. . . . .	3	3.5	4	4.7
Hoff, <u>Sammy the Seal</u>	. . . . .	17	19.8	19	22.1

TABLE II (continued)

Author and Title	Used by Teacher		Enjoyed by Children	
	No.	Cent	No.	Cent
Ipcar, <u>Ten Big Farms</u> . . . . .	13	15.1	10	11.6
Joslin, <u>What Do You Say Dear?</u> . . . . .	18	20.9	18	20.9
Langstaff, <u>Frog Went A-Courtin'</u> . . . . .	25	29.0	16	18.6
Leaf, <u>The Story of Ferdinand</u> . . . . .	21	24.4	18	20.9
Lenski, <u>A Dog Came to School</u> . . . . .	23	26.7	25	29.0
Lenski, <u>Papa Small</u> . . . . .	55	64.0	54	62.8
Lenski, <u>Surprise for Davy</u> . . . . .	47	54.7	49	57.0
Lionni, <u>Inch by Inch</u> . . . . .	6	7.0	6	7.0
McCloskey, <u>Blueberries for Sal</u> . . . . .	65	75.6	63	73.3
McCloskey, <u>One Morning in Maine</u> . . . . .	27	31.4	24	27.9
McGinley, <u>All Around the Town</u> . . . . .	15	17.4	14	16.3
Miles, <u>A House for Everyone</u> . . . . .	19	22.1	21	24.4
Milne, <u>Now We Are Six</u> . . . . .	50	58.1	34	39.5
Minarik, <u>Father Bear Comes Home</u> . . . . .	13	15.1	13	15.1
Minarik, <u>Little Bear</u> . . . . .	35	40.7	35	40.7
Minarik, <u>Little Bear's Friend</u> . . . . .	15	17.4	16	18.6
Minarik, <u>Little Bear's Visit</u> . . . . .	15	17.4	16	18.6
Munari, <u>A B C</u> . . . . .	28	32.6	23	26.7
Politi, <u>Song of the Swallows</u> . . . . .	5	5.8	5	5.8
Richards, <u>Tirra Lirra</u> . . . . .	5	5.8	5	5.8
Sawyer, <u>Journey Cake, Ho!</u> . . . . .	20	23.3	17	19.8
Sechrist, <u>One Thousand Poems for Children</u> . . . . .	17	19.8	12	14.0
Slobodkin, <u>Thank You - You're Welcome</u> . . . . .	28	32.6	30	34.9
Spier, <u>The Fox Went Out on a Chilly Night</u> . . . . .	7	8.1	6	7.0
Stevenson, <u>A Child's Garden of Verses</u> . . . . .	69	80.2	45	52.3
Tresselt, <u>Hi, Mr. Robin</u> . . . . .	50	58.1	50	58.1
Tresselt, <u>Wake Up Farm</u> . . . . .	31	36.0	32	37.2
Tresselt, <u>White Snow, Bright Snow</u> . . . . .	65	75.6	63	73.3
Udry, <u>A Tree Is Nice</u> . . . . .	34	39.5	37	43.0
Yashima, <u>Crow Boy</u> . . . . .	7	8.1	5	5.8
Yashima, <u>Umbrella</u> . . . . .	23	26.7	22	25.6
Zion, <u>No Roses for Harry</u> . . . . .	23	26.7	24	27.9
Zolotow, <u>The Storm Book</u> . . . . .	14	16.3	13	15.1

one teachers, or 82.6 per cent, indicated they used these two books. Little Toot was marked as enjoyed by the children by seventy-three respondents, or 84.9 per cent. The Big Snow was indicated as being enjoyed by the children by sixty-six respondents, or 76.7 per cent, which ranked it second in children's enjoyment. McCloskey's Blueberries for Sal and Tresselt's White Snow, Bright Snow ranked next among the picture books with both being marked as used by sixty-five of the teachers, or 75.6 per cent, and enjoyed by children on sixty-three, or 73.3 per cent, of the responses.

Two poetry books showed a wide range between use by the teacher and enjoyment by the children. Stevenson's A Child's Garden of Verses was marked as being used by sixty-nine, or 80.2 per cent, of the teachers, but enjoyed by only forty-five, or 52.3 per cent, of the children. Milne's Now We Are Six was used by fifty, or 58.1 per cent, of the teachers and enjoyed by thirty-four, or 39.5 per cent, of the children. Another of the poetry books on the compiled list, Tirra Lirra by Richards, was marked by five respondents, or 5.8 per cent, for both teacher's use and children's enjoyment.

Except for the above two poetry books, Langstaff's Frog Went A-Courtin' showed the greatest difference between teacher's use, twenty-five, or 29.0 per cent, and children's enjoyment, sixteen, or 18.6 per cent. The next largest

difference was Beskow's Pelle's New Suit with teacher's use as fifty, or 58.1 per cent, and children's enjoyment forty-four, or 51.2 per cent, along with Francoise's Noel for Jeanne-Marie with teachers use as thirty-nine, or 45.3 per cent, and children's enjoyment thirty-three, or 38.4 per cent.

The least-used book was Clark's Looking-for-Something with teacher's use as one, or 1.2 per cent, and enjoyment by children as two, or 2.3 per cent. The next least-used books were Hoff's Julius and Ayer's A Wish for Little Sister with teacher's use as three, or 3.5 per cent, of the group reporting. Julius was indicated as being enjoyed by four replies, or 4.7 per cent of the children, and A Wish for Little Sister by three, or 3.5 per cent. Politi's Song of the Swallows, Richard's Tirra Lirra, and Brown's Felice were used and enjoyed by five, or 5.8 per cent, of the teachers and children.

Thirty-three of the books were marked as being used more by teachers than enjoyed by children. Sixteen books had a reverse ranking with children's enjoyment exceeding use by teachers. Fourteen books received equal ranking in teacher's use and children's enjoyment.

Teachers completing the questionnaire were asked to give the titles of any of their favorite books not included on the compiled list. When those titles were tabulated, the

titles of two hundred thirty-nine books were recorded. Only eight of those were listed by five or more teachers. Those eight books and the number of teachers listing each are as follows:

<u>Author</u>	<u>Title</u>	<u>Number Listing</u>
Burton	<u>The Little House</u> . . . . .	5
Burton	<u>Mike Mulligan and the Steam Shovel</u>	6
Flack	<u>Angus and the Ducks.</u> . . . . .	5
Flack	<u>Ask Mr. Bear</u> . . . . .	7
Flack	<u>Story About Ping</u> . . . . .	6
Flack	<u>Wait for William</u> . . . . .	5
Gag	<u>Millions of Cats</u> . . . . .	12
McCloskey	<u>Make Way for Ducklings</u> . . . . .	12

Two of the books were Caldecott Award winners, McCloskey's Make Way for Ducklings, which was the winner in 1940, and Burton's The Little House, which was the winner in 1942. The other authors, Gag and Flack, are also established writers of picture books and all of them have been the author or illustrator of Caldecott Award winners or runners-up.

The questionnaire was designed to secure the following information: (1) the teacher's main source of literature books for kindergarten, (2) the supplemental sources of literature books for kindergarten, (3) the purchase of

additional books each year, (4) the person selecting the kindergarten books, and (5) the use of the recommended book lists in selection of kindergarten books.

The answers to the questionnaires were tabulated. This discussion will follow the order as reported on the questionnaire. For items one, two, four, and five the percentages totaled over one hundred because some teachers indicated more than one source or answer.

The data compiled on the kindergarten teacher's main source of literature books showed the room library as being slightly higher than the school library. The results were as follows:

<u>Main Source of Literature Books</u>	<u>Schools</u>	
	<u>Number</u>	<u>Per Cent</u>
Room Library . . . . .	49	57.0
School Library . . . . .	39	45.3

Data on supplementing the available books showed extensive use of all three of the listed sources. The number and percentage of schools which indicated use of each of the sources were as follows:

<u>Supplementary Sources of Books</u>	<u>Schools</u>	
	<u>Number</u>	<u>Per Cent</u>
Teacher's Collection . . . . .	74	86.0
Children's Collections . . . . .	63	73.3
Public Library . . . . .	63	73.3

All but six teachers stated that additional books of

kindergarten level were purchased each year. The number and percentage of responses concerning purchase of additional books were as follows:

<u>Purchase of Additional Books Yearly</u>	<u>Schools</u>	
	<u>Number</u>	<u>Per Cent</u>
Yes . . . . .	80	93.0
No. . . . .	2	2.3
No response . . . . .	4	4.7

Responses concerning the selecting of kindergarten books to be purchased showed the teacher made the selection in seventy-two, or 83.7 per cent, of the schools. The principal made the selection in seventeen schools, and the librarian in fifteen schools. The person selecting books for the kindergarten in the surveyed schools was as follows:

<u>Person Selecting Kindergarten Books</u>	<u>Schools</u>	
	<u>Number</u>	<u>Per Cent</u>
Teacher . . . . .	72	83.7
Superintendent. . . . .	2	2.3
Principal . . . . .	17	19.8
Librarian . . . . .	15	17.4
Committee of Teachers . . . . .	7	8.1

Responses regarding the use of the selected book lists in determining books to be purchased showed the Iowa State Education Association Library Service catalog was used by seventy-two, or 83.7 per cent, of the schools. The next most used list was the Journal of the National Educa-



tion Association which was listed by thirty-five, or 37.2 per cent, of the schools. The number and percentage of schools which indicated they used each of the various lists were as follows:

<u>Recommended Book List</u>	<u>Schools</u>	
	<u>Number</u>	<u>Per Cent</u>
National Council of Social Studies. . .	11	12.8
Iowa State Education Association. . .	72	83.7
Association for Childhood Education .	32	37.2
National Education Association . . .	35	40.7
Library Journal . . . . .	19	22.1

Several teachers stated that they also viewed and selected books from book exhibits sponsored by professional groups.

#### V. ANNOTATION OF BOOKS

The sixty-three books on the compiled list and the eight additional books listed as favorites by five or more responding teachers were read and annotated. The annotated bibliography is included in Appendix B.

## CHAPTER III

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### I. SUMMARY

It was the purpose of this study to determine which of the books recommended by three or more professional organizations were most-used in selected Iowa schools by kindergarten teachers and which books were best-liked by kindergarten children.

Importance of the problem. Due to the large quantity and the very wide range in the quality of books published, kindergarten teachers need a guide in the selection of the best books available to bridge the differences in the backgrounds of children and to correlate the curriculum.

Procedures used. In solving the field report problem, the following procedures were used:

1. Reading was done of books, periodicals, and unpublished field reports in the area of literature in and for the kindergarten.
2. The writer visited with the Director of Library Services for the Des Moines Independent Community School District. From the available professional organizations' catalogs of books recommended as

good for children, five were selected for use in the study. The catalogs of the American Library Association, the Association for Childhood Education International, the Iowa State Education Association Library Service, the Library Journal, and the National Council of Social Studies were selected. Because the American Library Association catalog did not designate the books by grades or age levels and was for one year only, the combined American Library Association and National Education Association lists in the Journal of the National Education Association were substituted. From those catalogs a list of recommended kindergarten books was compiled. The sixty-three books common to three or more of the above lists were included in the compiled list.

3. A survey was conducted to determine the extent of the teacher's use and the children's enjoyment of those books. The Iowa State Department of Public Instruction provided lists of the enrollment by grades and the names of kindergarten teachers by school systems in Iowa for the 1963-1964 school year. The twenty-seven school systems with two hundred fifty or more kindergarten students were selected for the survey. One out of every four kindergarten teachers

was selected on the basis of having served one or more years in the school system. Those teachers would know the available books and would have used them with the children. One hundred seven teachers in the selected school systems were requested to answer a check list and questionnaire which endeavored to determine the availability, use, and enjoyment of the compiled list of books in the classroom. In the school systems where five or more teachers were to participate, the Director of Elementary Education was requested to distribute the check list and questionnaire to the selected teachers.

4. The data from the questionnaires were analyzed to determine which books on the compiled list were used and enjoyed. Based on the results of the survey, an annotated list of the kindergarten books most used and enjoyed was compiled.

Review of the literature. The available literature provided two types of information considered pertinent to the study; these were: (1) information on the history and use of literature, and (2) surveys and studies previously conducted on literature in and for the kindergarten.

Presentation of data. Check lists and questionnaires

were sent to one hundred seven teachers; returns were received from eighty-six teachers, or 80.4 per cent. The data on the check list and questionnaire were tabulated and summarized.

The two most-used and most-enjoyed books on the list were Gramatky's Little Toot and Hader's The Big Snow. McCloskey's Blueberries for Sal and Tresselt's White Snow, Bright Snow ranked next among the picture books.

Two poetry books, Stevenson's A Child's Garden of Verses and Milne's Now We Are Six, showed a wide range between use by the teacher and enjoyment by the children. Another poetry book included on the list, Tirra Lirra by Richards, was little used or enjoyed.

The picture book Frog Went A-Courtin' by Langstaff showed the greatest difference between teacher use and children's enjoyment. Pelle's New Suit by Beskow and Noel for Jeanne-Marie by Francoise showed the next widest range.

Looking-for-Something by Clark was used by only one teacher. Hoff's Julius and Ayer's A Wish for Little Sister were used by three teachers. Politi's Song of the Swallows, Richard's Tirra Lirra, and Brown's Felice were used by five teachers.

Two hundred thirty-nine books not on the compiled list were added as favorites by the respondents in the spaces provided for that purpose on the check list. Only

eight of those were listed by five or more teachers. Those eight were included in the annotated bibliography.

Room libraries were listed as the main source of books by forty-nine of the teachers. School libraries were indicated as the main source of books by thirty-nine teachers. Seventy-four teachers indicated they supplemented available supplies with their own books; sixty-three indicated they also used children's collections and the public library to provide additional books.

Responses from eighty of the teachers indicated books for kindergarten level were purchased each year. On seventy-two responses the kindergarten teachers reported they selected or helped select the books to be purchased.

Of the five professional book lists used in the survey, the Iowa State Education Association list was indicated as being used by seventy-two teachers in the selection of books. The next most-used list was that of the National Education Association which was marked by thirty-five teachers; thirty-two indicated they used the Association for Childhood Education International list.

## II. CONCLUSIONS

From the responses on the returned check lists and questionnaires, the following conclusions seem to be justified:

1. Picture books used by teachers show a close relationship to books enjoyed by children. Therefore, it is important that the teacher select the best picture books for the kindergarten.
2. Teachers tend to use the old familiar books.
3. Many Caldecott Medal Award winners and runners-up are not widely used by teachers.
4. Persons knowing the needs and interests of the children usually select the new books.
5. The Iowa State Education Association book list is used more by teachers than the other recommended book lists available. It is assumed this is due to the availability of this list.

### III. RECOMMENDATIONS

From the analysis of the data presented in the study, the following recommendations appear pertinent:

1. Since kindergarten teachers cannot be expected to examine all the individual books published, they should use the book lists of professional organizations in selecting the best picture books for the kindergarten.
2. The Caldecott Medal Award winners and runners-up should be given more consideration in selecting books.

3. Whenever possible, teachers should observe the books in exhibits sponsored by professional groups. These exhibits show the outstanding books published during the previous year.



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## BIBLIOGRAPHY

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## APPENDICES

APPENDIX A

LETTERS, CHECK LIST, AND QUESTIONNAIRE USED IN SURVEY

Des Moines, Iowa  
January 25, 1964

Teacher's Name  
Name of School  
Address of School  
City and State

Dear Mrs. (or Miss) \_\_\_\_\_:

As a kindergarten teacher, I am doing a graduate project at Drake University on the teacher's use and the children's enjoyment of books recommended for kindergarten use by educators and librarians.

In order to secure sufficient information, it is necessary to ask kindergarten teachers to participate. Your classroom has been selected as part of the sample. No reference will be made to specific classrooms or school systems in the field report.

I would appreciate your completing and returning the attached check list and questionnaire. A stamped self-addressed envelope is enclosed for your convenience.

Thank you.

Yours truly,

Myrtle Van Dyke

(Letter Accompanying Check List and Questionnaire)

Des Moines, Iowa  
January 25, 1964

Director of Elementary Education  
\_\_\_\_\_, Public Schools  
\_\_\_\_\_, Iowa

Dear Sir:

As a kindergarten teacher, I am doing a graduate project at Drake University on the teacher's use and the children's enjoyment of books recommended for kindergarten use by educators and librarians.

In order to secure sufficient information, it is necessary to ask kindergarten teachers to participate. Some of the teachers in your school system have been selected as part of the sample. I am asking your cooperation in the distribution of the enclosed questionnaires and check lists to the selected teachers. No reference will be made to specific classrooms or school systems in the field report.

Thank you.

Yours truly,

Myrtle Van Dyke

(Letter to Director of Elementary Education)



## Check List

Please check any of the books listed below which are used by you and those enjoyed by the children.

Author and Title	Used by Teacher	Enjoyed by Children
Anglund, <u>A Friend Is Someone Who Likes You</u> . . . . .	___	___
Anglund, <u>Christmas Is a Time for Giving</u> . . . . .	___	___
Anglund, <u>In a Pumpkin Shell</u> . . . . .	___	___
Averill, <u>The Fire Cat</u> . . . . .	___	___
Ayer, <u>A Wish for Little Sister</u> . . . . .	___	___
Bemelmans, <u>Madeline</u> . . . . .	___	___
Beskow, <u>Pelle's New Suit</u> . . . . .	___	___
Bright, <u>Georgie to the Rescue</u> . . . . .	___	___
Brown, <u>Felice</u> . . . . .	___	___
Brown, <u>Once a Mouse</u> . . . . .	___	___
Brown, <u>Nibble Nibble</u> . . . . .	___	___
Brown, <u>Wheel on the Chimney</u> . . . . .	___	___
Clark, <u>Looking-for-Something</u> . . . . .	___	___
Duvoisin, <u>The Happy Hunter</u> . . . . .	___	___
Ets, <u>Nine Days to Christmas</u> . . . . .	___	___
Ets, <u>Play with Me</u> . . . . .	___	___
Fatio, <u>The Happy Lion</u> . . . . .	___	___
Fatio, <u>The Happy Lion's Quest</u> . . . . .	___	___
Felt, <u>Rosa-Too-Little</u> . . . . .	___	___
Francoise, <u>The Big Rain</u> . . . . .	___	___
Francoise, <u>Noel for Jeanne-Marie</u> . . . . .	___	___
Freeman, <u>Come Again, Pelican</u> . . . . .	___	___
Freeman, <u>Fly High, Fly Low</u> . . . . .	___	___
Freeman, <u>Norman the Doorman</u> . . . . .	___	___
Goudey, <u>The Day We Saw the Sun Come Up</u> . . . . .	___	___
Gramatky, <u>Little Toot</u> . . . . .	___	___
Hader, <u>The Big Snow</u> . . . . .	___	___
Hoff, <u>Danny and the Dinosaur</u> . . . . .	___	___
Hoff, <u>Julius</u> . . . . .	___	___
Hoff, <u>Sammy the Seal</u> . . . . .	___	___
Ipcar, <u>Ten Big Farms</u> . . . . .	___	___
Joslin, <u>What Do You Say Dear?</u> . . . . .	___	___
Langstaff, <u>Frog Went A-Courtin'</u> . . . . .	___	___
Leaf, <u>The Story of Ferdinand</u> . . . . .	___	___
Lenski, <u>A Dog Came to School</u> . . . . .	___	___

Author and Title	Used by Teacher	Enjoyed by Children
Lenski, <u>Papa Small</u> . . . . .	—	—
Lenski, <u>Surprise for Davy</u> . . . . .	—	—
Lionni, <u>Inch by Inch</u> . . . . .	—	—
McCloskey, <u>Blueberries for Sal</u> . . . . .	—	—
McCloskey, <u>One Morning in Maine</u> . . . . .	—	—
McGinley, <u>All Around the Town</u> . . . . .	—	—
Miles, <u>A House for Everyone</u> . . . . .	—	—
Milne, <u>Now We Are Six</u> . . . . .	—	—
Minarik, <u>Father Bear Comes Home</u> . . . . .	—	—
Minarik, <u>Little Bear</u> . . . . .	—	—
Minarik, <u>Little Bear's Friend</u> . . . . .	—	—
Minarik, <u>Little Bear's Visit</u> . . . . .	—	—
Munari, <u>A B C</u> . . . . .	—	—
Politi, <u>Song of the Swallows</u> . . . . .	—	—
Richards, <u>Tirra Lirra</u> . . . . .	—	—
Sawyer, <u>Journey Cake, Ho!</u> . . . . .	—	—
Sechrist, <u>One Thousand Poems for Children</u> . . . . .	—	—
Slobodkin, <u>Thank You - You're Welcome</u> . . . . .	—	—
Spier, <u>The Fox Went Out on a Chilly Night</u> . . . . .	—	—
Stevenson, <u>A Child's Garden of Verses</u> . . . . .	—	—
Tresselt, <u>Hi, Mr. Robin</u> . . . . .	—	—
Tresselt, <u>Wake Up Farm</u> . . . . .	—	—
Tresselt, <u>White Snow, Bright Snow</u> . . . . .	—	—
Udry, <u>A Tree Is Nice</u> . . . . .	—	—
Yashima, <u>Crow Boy</u> . . . . .	—	—
Yashima, <u>Umbrella</u> . . . . .	—	—
Zion, <u>No Roses for Harry</u> . . . . .	—	—
Zolotow, <u>The Storm Book</u> . . . . .	—	—

If this book list does not contain your favorite books, list them below.

1.

2.

3.

## Questionnaire

1. What is the main source of literature books for your kindergarten?

\_\_\_\_\_ Room Library

\_\_\_\_\_ School Library

2. Do you supplement this supply with books from any of these sources?

\_\_\_\_\_ Teacher's Collection

\_\_\_\_\_ Children's Collections

\_\_\_\_\_ Public Library

3. Are additional books of kindergarten level purchased each year?

\_\_\_\_\_ Yes

\_\_\_\_\_ No

4. Who selects the books to be purchased?

\_\_\_\_\_ Teacher

\_\_\_\_\_ Superintendent

\_\_\_\_\_ Principal

\_\_\_\_\_ Librarian

\_\_\_\_\_ Committee of Teachers

5. Have any of the following lists of recommended books been used to select books for purchasing?

\_\_\_\_\_ National Council of Social Studies, Children's Books to Enrich the Social Studies for the Elementary Grades.

\_\_\_\_\_ ISEA Library Service, Books for Children and Youth.

\_\_\_\_\_ ACEI, Bibliography of Books for Children.

\_\_\_\_\_ NEA Journal, "Children's Books."

\_\_\_\_\_ Allen (compiled in office of Library Journal), A Catalog of 3300 of the Best Books for Children.

## APPENDIX B

### ANNOTATED BIBLIOGRAPHY

The following sixty-three books were on the check list used in conducting the survey for this field report.

Anglund, Joan Walsh. A Friend Is Someone Who Likes You. illus. Author. New York: Harcourt, Brace and Co., 1958.  
This story tells how to recognize a friend whether it is another child, an animal, or such things as the wind.

\_\_\_\_\_. Christmas Is a Time for Giving. illus. Author. New York: Harcourt, Brace and World, Inc., 1961.  
Christmas is a time of waiting, wrapping, gifts, toys, decorating trees, carols, family, prayers, and love.

\_\_\_\_\_. In a Pumpkin Shell. illus. Author. New York: Harcourt, Brace and Company, 1960.  
This is an alphabet book with Mother Goose rhymes for each letter of the alphabet.

Averill, Esther Holden. The Fire Cat. illus. Author. New York: Harper and Brothers, 1960.  
Pickles, a stray mischievous cat, becomes the fire cat when the firemen rescue him during a storm; later he rescues another kitten.

Ayer, Jacqueline. A Wish for Little Sister. illus. Author. New York: Harcourt, Brace and World, Inc., 1960.  
A little Siamese girl with one wish on her birthday finds evening approaching and so makes her wish.

Bemelmans, Ludwig. Madeline. illus. Author. New York: Simon and Schuster, 1939.  
Madeline, who is very mischievous, is one of twelve little girls in a Paris boarding school. One night she is taken to the hospital and her appendix is removed.

Beskow, Elsa. Pelle's New Suit. illus. Author. New York: Harper and Brothers, 1929.  
Pelle helps many people in return for their part in making him a new suit from his lamb's wool.

Bright, Robert. Georgie to the Rescue. illus. Author.

Garden City, New York: Doubleday and Company, Inc., 1956.

Georgie, a ghost, and Herman, a cat, rescue an owl, Miss Oliver, from the rare bird cage at the zoo while they are visiting in the city with Mr. and Mrs. Whitaker.

Brown, Marcia. Felice. illus. Author. New York: Charles Scribner's Sons, 1958.

In Venice a little striped kitten in need of a home finds a gondola boy, Gino, who wants a kitten.

\_\_\_\_\_. Once a Mouse. illus. Author. New York: Charles Scribner's Sons, 1961.

This book presents the old fable of the mouse and the hermit illustrated with woodcuts.

Brown, Margaret Wise. Nibble Nibble. illus. Leonard Weisgard. New York: Young Scott Books, 1959.

This is a book of poetry about animals and insects in the green grass, birds in the sky, and life in the sea.

\_\_\_\_\_. Wheel on the Chimney. illus. Tibor Gergely. Philadelphia: J. B. Lippincott Company, 1954.

The life cycle and migration of storks is depicted by this story. Set in Hungary, it tells how farmers attach a wheel to their chimneys to attract the storks as good luck.

Clark, Ann Nolan. Looking-for-Something. illus. Leo Politi. New York: The Viking Press, 1952.

An inquisitive gray burro in Ecuador takes a long journey through banana trees, cocoa beans, a gold mine, and Indian country before finding what he wants, a small boy who claims him.

Duvoisin, Roger. The Happy Hunter. illus. Author. New York: Lothrop, Lee and Shepard Co., Inc., 1961.

Mr. Bobbin doesn't like to kill animals, but likes to walk, so he goes hunting but only pretends to shoot.

Ets, Marie Hall, and Aurora Labastida. Nine Days to Christmas. illus. Marie Hall Ets. New York: The Viking Press, 1959.

Ceci, a little Mexican girl, has the first "posada" of the nine special parties before Christmas. She chooses a star pinata and doesn't want the children to break it even though it is the custom. When she looks up and sees the real star she is comforted.

Ets, Marie Hall. Play with Me. illus. Author. New York: The Viking Press, 1955.

A little girl tries to make friends with the animals without success until she sits very still.

Fatio, Louise. The Happy Lion. illus. Roger Duvoisin. New York: McGraw-Hill Book Company, Inc., 1954.

One morning when his keeper forgets to close the door, the happy lion visits his friends in town.

\_\_\_\_\_. The Happy Lion's Quest. illus. Roger Duvoisin. New York: McGraw-Hill Book Company, Inc., 1961.

The happy lion is lonesome for the keeper's son, so he goes to visit him at boarding school. The boy is given a holiday to return the lion home.

Felt, Sue. Rosa-Too-Little. illus. Author. Garden City, New York: Doubleday and Company, Inc., 1950.

Rosa is too little for the story hour at the library, to jump rope, to roller skate, to help train pigeons, or to get a library card. Mother helps her learn to write her name and she then acquires her library card.

Francoise. The Big Rain. illus. Author. New York: Charles Scribner's Sons, 1961.

During a spring flood Jeanne-Marie and her family are stranded on the second floor of their house until her duck, Madelon, brings two men to rescue them.

\_\_\_\_\_. Noel for Jeanne-Marie. illus. Author. New York: Charles Scribner's Sons, 1953.

This story is set in southern France. Father Noel leaves gifts for Jeanne-Marie and her sheep, Patapon, in their wooden shoes.

Freeman, Don. Come Again, Pelican. illus. Author. New York: The Viking Press, 1961.

With new red boots Ty returns to the beach where he sees his friend the pelican and learns about the tide.

\_\_\_\_\_. Fly High, Fly Low. illus. Author. New York: The Viking Press, 1959.

Two pigeons in San Francisco build their nest in a neon sign. When the sign is removed and placed in another part of the city gray pigeon flies over the city to find it.

\_\_\_\_\_. Norman the Doorman. illus. Author. New York: The Viking Press, 1959.

While acting as a doorman for a mouse hole in a museum Norman wins the wire sculpture competition with wire from old mousetraps.

Goudey, Alice E. The Day We Saw the Sun Come Up. illus. Adrienne Adams. New York: Charles Scribner's Sons, 1961.

Two children rise before the sun and follow their shadows through the day.

Gramatky, Hardie. Little Toot. illus. Author. Eau Claire, Wisconsin: E. M. Hale and Company, 1939.

Little Toot, a tug boat, has many adventures in New York harbor.

Hader, Berta (Hoerner), and Elmer Hader. The Big Snow. illus. Authors. New York: The Macmillan Company, 1948.

This is a story explaining how some wild creatures prepare for winter, while others need our help in finding food after a big storm.

Hoff, Syd. Danny and the Dinosaur. illus. Author. New York: Harper and Brothers, 1958.

Danny and a friendly dinosaur leave the museum together for many adventures in their stroll about town.

\_\_\_\_\_. Julius. illus. Author. New York: Harper and Brothers, 1959.

While hunting for circus animals in Africa, Davy helps his father find a gorilla, which he names Julius.

\_\_\_\_\_. Sammy the Seal. illus. Author. New York: Harper and Brothers, 1959.

Unhappy with the life of a seal in the zoo, Sammy leaves and has fun with the first grade at a school.

Ipcar, Dahlov. Ten Big Farms. illus. Author. New York: Alfred A. Knopf, 1958.

A city family who want to purchase a farm look at ten specialized farms before settling on a general farm.

Joslin, Sesyle. What Do You Say Dear? illus. Maurice Sendak. New York: Young Scott Books, 1961.

This is a humorous book of absurd situations which presents "manners for all occasions."

Langstaff, John. Frog Went A-Courtin'. illus. Feodor Rojankovsky. New York: Harcourt, Brace and Company, 1955.



This book is compiled from the different versions sung in many parts of America and in other countries about the frog and the mouse.

Leaf, Munro. The Story of Ferdinand. illus. Robert Lawson. New York: The Viking Press, 1936.

Ferdinand, a Spanish bull, enjoyed sitting and smelling flowers until enraged by a bee sting.

Lenski, Lois. A Dog Came to School. illus. Author. New York: Oxford University Press, 1955.

Davy's dog, Spot, visits the first grade class and participates in the class activities until he becomes mischievous.

\_\_\_\_\_. Papa Small. illus. Author. New York: Oxford University Press, 1951.

The every day activities of a family, consisting of the father, the mother, and three small children, are described in this story.

\_\_\_\_\_. Surprise for Davy. illus. Author. New York: Henry Z. Walck, Inc., 1947.

Davy's fourth birthday was a day full of surprises.

Lionni, Leo. Inch by Inch. illus. Author. New York: Ivan Obolensky, Inc., 1960.

An inchworm finds ways to keep the birds from eating him.

McCloskey, Robert. Blueberries for Sal. illus. Author. New York: The Viking Press, 1948.

Little Sal and Little Bear get mixed up and follow the other's mother while picking blueberries. They get the situation straightened out and go home in opposite directions.

\_\_\_\_\_. One Morning in Maine. illus. Author. New York: The Viking Press, 1952.

Sal has her first loose tooth and loses it on the beach. She and her father go to a nearby store and show everyone that the tooth is missing.

McGinley, Phyllis. All Around the Town. illus. Helen Stone. Philadelphia: J. B. Lippincott Company, 1948.

The many city sights and sounds are set to the alphabet in this book.

Miles, Betty. A House for Everyone. illus. Jo Lowery. New



York: Alfred A. Knopf, Inc., 1958.

Different kinds of houses and patterns of family life are colorfully depicted by this picture book.

Milne, A. A. Now We Are Six. illus. Ernest H. Shepard.

New York: E. P. Dutton and Company, Inc., 1927.

This is a poetry book of "whimsical nonsense verses."

Minarik, Else Holmelund. Father Bear Comes Home. illus.

Maurice Sendak. New York: Harper and Brothers, 1959.

Father Bear comes home from fishing in the ocean. He stops Little Bear's hiccups.

\_\_\_\_\_. Little Bear. illus. Maurice Sendak. New York: Harper and Brothers, 1957.

Mother Bear helps Little Bear select clothes for winter, celebrate his birthday, take an imaginary trip to the moon, and through the wishing session at bedtime.

\_\_\_\_\_. Little Bear's Friend. illus. Maurice Sendak. New York: Harper and Brothers, 1960.

Little Bear acquires Emily, a little girl who is a summer camping visitor, and Emily's doll, Lucy, as friends.

\_\_\_\_\_. Little Bear's Visit. illus. Maurice Sendak. New York: Harper and Brothers, 1961.

Little Bear has the fun of visiting his grandparents and hearing them tell stories about goblins and about his mother when she was little.

Munari, Bruno. A B C. illus. Author. Cleveland, Ohio: The World Publishing Company, 1960.

This is a beautifully illustrated alphabet book.

Politi, Leo. Song of the Swallows. illus. Author. New York: Charles Scribner's Sons, 1949.

This story tells of the swallows annual return to the Mission San Juan Capistrano on Saint Joseph's Day.

Richards, Laura E. Tirra Lirra. illus. Marguerite Davis.

Boston: Little, Brown and Company, 1902.

Familiar rhymes and nonsense verses are contained in this book of poetry.

Sawyer, Ruth. Journey Cake, Ho! illus. Robert McCloskey.

New York: The Viking Press, 1953.

Due to hard times at the farm on Tip Top Mountain, Johnny leaves to seek a new master. When his journey

cake falls from his pack and rolls away he, along with many animals, tries to catch it. He and the animals find themselves back home on the mountain.

Sechrist, Elizabeth. One Thousand Poems for Children. illus. Henry C. Pitz. Philadelphia: Macrea-Smith Company, 1946.

This book contains a collection of poems for children from nursery age to high school.

Slobodkin, Louis. Thank You - You're Welcome. illus. Author. New York: The Vanguard Press, 1957.

The humorous incidents contained in this book help to teach children good manners.

Spier, Peter. The Fox Went Out on a Chilly Night. illus. Author. Garden City, New York: Doubleday and Company, Inc., 1961.

This is a beautifully illustrated book portraying the old folk song about Mr. Fox's escapades on a crisp fall night.

Stevenson, Robert Louis. A Child's Garden of Verses. illus. Tasha Tudor. New York: Henry Z. Walck, Inc., 1947.

A collection of Stevenson's poetry is contained in this book.

Tresselt, Alvin. Hi, Mr. Robin. illus. Roger Duvoisin. New York: Lothrop, Lee and Shepard Company, Inc., 1950.

A boy asks a robin when spring is coming. The robin tells him to use his eyes and ears to discover the signs of spring.

\_\_\_\_\_. Wake Up Farm. illus. Roger Duvoisin. New York: Lothrop, Lee and Shepard Company, Inc., 1955.

As the morning sun brightens the sky the animals awake and through their calls arouse the rest of the farm.

\_\_\_\_\_. White Snow, Bright Snow. illus. Roger Duvoisin. New York: Lothrop, Lee and Shepard Company, Inc., 1947.

The excitement of children as the first snowflakes fall, the fun children have playing in the snow, and the work snow causes for adults are depicted in this book.

Udry, Janice May. A Tree Is Nice. illus. Marc Simont. New York: Harper and Brothers, 1956.

Trees are delightful and useful for climbing, swing-

ing, raking leaves, picking apples, sitting in the shade, and slowing the wind.

Yashima, Taro. Crow Boy. illus. Author. New York: The Viking Press, 1955.

A Japanese boy is not accepted by his classmates in the village school until a new teacher helps the children understand him.

\_\_\_\_\_. Umbrella. illus. Author. New York: The Viking Press, 1959.

Momo, a little Japanese girl in New York, receives her first umbrella on her third birthday. Through the long Indian Summer she impatiently waits to use it.

Zion, Gene. No Roses for Harry. illus. Margaret Bloy Graham. New York: Harper and Row, Publishers, 1958.

Harry, a dog, gets a green sweater with yellow roses from grandmother. He dislikes the sweater and tries to get rid of it. He finally disposes of it when a bird unravels the yarn and uses it to build a nest.

Zolotow, Charlotte. The Storm Book. illus. Margaret Graham. New York: Harper and Brothers, 1952.

A little boy and his mother watch a summer storm as it sweeps over the countryside, the city, and the seashore.

The following eight books were not included on the compiled list, but were listed as favorite picture books by five or more of the surveyed teachers:

Burton, Virginia Lee. The Little House. illus. Author. Boston: Houghton Mifflin Company, 1953.

Built in the country to stand for ages, the little house watches the seasons come and go until it is in the middle of a city. A great-great-granddaughter of the builder finds the house and moves it to the same kind of setting and condition it knew before.

\_\_\_\_\_. Mike Mulligan and the Steam Shovel. illus. Author. Boston: Houghton Mifflin Company, 1939.

Mike Mulligan and his steam shovel dig a cellar one day, then find there is no way out of the excavation. A small boy suggests the steam shovel be used as the furnace and Mike Mulligan be the janitor.

Flack, Marjorie. Angus and the Ducks. illus. Author. Garden City, New York: Doubleday, Doran and Company, Inc., 1930.

Angus, a curious Scotch terrier, gets into trouble with the ducks when he ventures on the other side of the hedge.

\_\_\_\_\_. Ask Mr. Bear. illus. Author. New York: The Macmillan Company, 1932.

Danny cannot decide on a birthday gift for his mother, so he asks various animals--hen, goose, goat, sheep, and cow--but has no success until he meets Mr. Bear.

\_\_\_\_\_. The Story About Ping. illus. Kurt Wiese. New York: The Viking Press, 1933.

Ping, a little Chinese duck, has many adventures on the Yangtze River when he stays out all night to avoid a spanking for being the last duck in the family to board the houseboat where they live.

\_\_\_\_\_. Wait for William. illus. Author. Boston: Houghton Mifflin Company, 1935.

Because he walks slower, William is left behind by his brother and sister on the way to see a circus parade. All ends well for William when he is allowed to ride on the elephant's head in the parade.

Gag, Wanda. Millions of Cats. illus. Author. New York: Coward-McCann, 1928.

A gentle old man sets out to find a kitten for his wife and himself, but returns home with millions of cats.

McCloskey, Robert. Make Way for Ducklings. illus. Author. New York: The Viking Press, 1941.

Mr. and Mrs. Mallard fly around looking for a safe place to raise ducklings. A friendly policeman helps Mrs. Mallard and her family as they waddle through heavy traffic on their trip to the pond in the public gardens.